DOCUMENT RESUME

ED 234 948 RC 014 335

AUTHOR	Vergeldt, Vicki; And Others
TITLE	Non-Formal Education and Radio: A Selected, Annotated Bibliography. Annotated Bibliography #14.
INSTITUTION	Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS AGENCY	Agency for International Development (IDCA), Washington, DC.
PUB DATE	83
NOTE	47p.
AVAILABLE FROM	NFE Information Center, 237 Erickson Hall, Michigan State University, E. Lansing, MI 48824.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Community Development; Developing Nations; Educational Radio; *Educational Strategies; Females; Foreign Countries; Health Education; Literacy Education; Mass Media; *Nonformal Education; Nutrition Instruction; *Programing (Broadcast); *Radio; *Rural Development; Rural Education; Rural Extension; Teacher Education
IDENTIFIERS	Radiophonic Teaching

ABSTRACT

Materials concerning the use of radio and mass communications for non-formal education and development are listed in a selected annotated bibliography, intended for those actively involved in non-formal education and development. Three sections contain annotated entries (which range from 1972-1983), each of which includes source information and notes languages in which publications are available. Section 1, on radio in non-formal education, lists 118 documents from 25 nations, including case studies; samples of scripts; pretest and survey instruments; and information on planning, organizing, financing, broadcast techniques, theoretical considerations, historical background, and evaluation. The programs listed range from local or regional campaigns to national mass campaigns, and from special non-formal education programs to highly structured radiophonic schools which supplement or even take the place of formal education. The second section describes 10 newsletters, from England, the United States, Australia, Spain, and Singapore, which focus exclusively on radio education or which regularly contain articles of interest on the use of radio and other communications media for formal and non-formal education. Section 3 lists 11 organizations, in Colombia, the Philippines, Gambia, England, Spain, the Netherlands, Nepal, Chile, and the United States, which can provide additional information for those working in educational radio broadcasting and development communication. (MH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234948

ANNOTATED BIBLIOGRAPHY #14

Non-Formal Education and Radio: A Selected, Annotated Bibliography

ANNOTATED BIBLIOGRAPHIES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Joy Liggio

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NON-FORMAL EDUCATION INFORMATION CENTER
COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824

RC014335

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ANNOTATED BIBLIOGRAPHY #14

Non-Formal Education and Radio: A Selected, Annotated Bibliography

Prepared by
Vicki Vergeldt
and the staff of the
Non-Formal Education Information Center

1983

NON-FORMAL EDUCATION INFORMATION CENTER
College of Education, Michigan State University
237 Erickson Hall
East Lansing, Michigan 48824-1034, USA

(517) 355-5522

This series of Annotated Bibliographies is published by the Non-Formal Education Information Center in cooperation with the Agency for International Development, Bureau of Science and Technology, Office of Education.

TABLE OF CONTENTS

Foreword 5

Introduction 7

1.0 Radio in Non-Formal Education 9

2.0 Newsletters 41

3.0 Organizations 45

Staff of the Non-Formal Education Information Center 48

FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources often eluding those most eager to access it.

In the past several years, the Non-Formal Education Information Center has consistently received requests for materials concerning the use of radio and mass communication for non-formal education and development. Many requests have come from Latin America, Africa, and Asia, where there is a rich experience in using educational radio programs. The annotated bibliography entitled "Non-Formal Education and Radio: A Selected Annotated Bibliography" attempts to share more broadly some of the NFE literature on educational radio. It has been compiled from the resource collection of the Non-Formal Education Information Center and is the fourteenth in our series of annotated bibliographies.

No. 1 Women in Development

No. 2 Non-Formal Education and Health

No. 3 Literacy and Basic Education

No. 4 Projects, Training, and Strategies for Generating Income

No. 5 Managing Development Projects

No. 6 Children: Health, Education, and Change

No. 7 Non-Formal Education and the Handicapped in Developing Countries

No. 8 Appropriate Technology

No. 9 Nutrition and Food--Education, Policy, and Practice

No. 10 Non-Formal Education and Agriculture

No. 11 Acquiring Financial Resources for NFE Projects

No. 12 Journals and Newsletters on Non-Formal Education and Development

No. 13 Evaluation in Non-Formal Education

No. 14 Non-Formal Education and Radio: A Selected Annotated Bibliography

The previous numbered page in the original document was blank

The materials included in this bibliography have been brought to our attention by persons in the worldwide NFE Network. We have included full information on document sources to assist readers in acquiring items of interest.

Though many staff members made important contributions, special acknowledgement is due to Karen Collamore Sullivan for her excellent input in the conceptualization of the bibliography. Others who deserve mention for their contribution to this bibliography are Doree Mehretu, Sam Oleka, and Kaji Shestra.

Mary Joy Pigozzi
Director
Non-Formal Education Information Center

INTRODUCTION

Radio is attracting increasing attention as a powerful communication channel for transmitting educational information. In that it has the potential to reach virtually unlimited numbers of people, it is highly efficient. From both technological and economic viewpoints, it is comparatively simple and inexpensive. Moreover, unlike written materials or television, radio presumes neither literacy nor electricity.

These advantages have won radio wide support from governmental, educational, and developmental agencies around the world who recognize the usefulness of educational radio programs for promoting rural development. The programs range from local or regional campaigns to national mass campaigns, and from special non-formal education programs to highly structured radiophonic schools which supplement, or even take the place of, formal education programs. The base of experience in radio education is getting broader by the minute.

In light of this, and in response to an ever-increasing number of requests for reference materials on radio education, the Non-Formal Education Information Center has compiled this bibliography. The documents listed are drawn from our resource collection on non-formal education and development. It is organized into the following sections:

1.0 Radio in Non-Formal Education: The documents annotated in this section cover a wide range of radio-related interests. Planners will find case-studies which provide guidelines in such areas as project planning, organization, and financing. Project coordinators will find information on recruiting and training. Researchers may be interested in the studies which treat theoretical considerations, historical background, and evaluation. Writers and programmers will discover documents containing samples of scripts, pretest and survey instruments, and broadcasting techniques.

2.0 Newsletters and Periodicals: Included here are both those that focus exclusively on radio education and those that regularly contain articles of interest on the use of radio and other communication media for formal and non-formal education.

3.0 Organizations: This select listing provides additional sources of information for those working on radio educational broadcasting and development communication.

The growing interest in the use of educational radio to promote rural development is a tribute to all those who have worked so hard to achieve its successful implementation. They have been creative in designing program formats which range from spot announcements and open broadcasts to serial dramas, forums, and radio listening groups. They have been innovative in applying these formats to teach literacy, nutrition and health, agriculture, mathematics, and civics. They have been sensitive to their audiences by trying to discover what it is their listeners want to hear and by then providing it to them in a delicate balance between entertainment to stimulate interest and information to develop new skills. Having discovered that personal contact greatly enhances the effectiveness of their work, they have conscientiously sought to provide it. This in itself underscores the way in which they have pursued one common goal: that of effecting positive social change through radio education.

Finally, it must be seen that those who have worked in educational radio have been generous indeed by carefully documenting their efforts so that new endeavors to apply radio to rural development may avoid previous failures and build on past successes. It is in this spirit that we present this bibliography.

--Vicki Vergeldt

1.0 RADIO IN NON-FORMAL EDUCATION

Academy for Educational Development, Inc. (AED). The Basic Rural Education Project in Guatemala: Second Annual Report. 1977. Basic Rural Education Project, 13 Calle No. 4-08, Zonall, Guatemala City, Guatemala.

Documents the activities, accomplishments, and problems encountered in the first full year of operation for this comprehensive, rural non-formal education program in Guatemala. The intended role for radio is, primarily, to encourage community participation in project activities. A major problem identified in the document concerns the difficulties encountered in filling radio personnel positions which delayed achievement of the project's goal. 53 pp.

****

Academy for Educational Development, Inc. (AED). Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries. 1978. AED, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Through a review of numerous case studies from developing countries worldwide, this document examines how local communities can effectively support their own educational systems by contributing financial as well as human resources. Many of the educational projects reviewed successfully enlisted community members as teachers or learning facilitators, often in conjunction with radio programs. The study concludes with suggestions for a model for designing community supported educational projects, incorporating the common components of successful experiences. Some of these include a community tradition of self-help, strong local leadership, some form of outside assistance, educational radio, local income-generating projects for school support, and training for local tutors and project managers. Appendices include project summaries. 117 pp.

****

Academy for Educational Development, Inc. (AED). Educational Radio for Primary School: The Rural Radio Education Project in Paraguay. 1979. AED, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

The Rural Radio Education Project uses the Guarani language to gradually introduce adults to the structure of Spanish in its multi-media programs on communication, mathematics, and natural sciences. This two volume final report, written when the project was in its second full year of operation, provides a complete overview of the project. Volume I contains a description of the projects background, components, and evaluation design along with a careful cost-benefit financial analysis. One of the lessons learned from the project is that radio can be an effective complement to rural primary schools when it is used in a learning center with printed materials and facilitators. Volume II includes a variety of project-related documents such as procedures for maintaining the quality of the content of radio programs and sample examinations. 92 pp. and 105 pp.

****

Accion Cultural Popular (ACPO). Cartillas para la Educacion Fundamental Integral. 1974. ACPO, Apartado Aereo 7170, Bogata, D.E., Colombia.

A non-profit, self-supporting organization promoting non-formal education, ACPO combines interpersonal contact and multimedia approaches to reach geographically scattered audiences. Among its activities is the publication of a series of booklets to reinforce radio school messages for its students. The topics cover basic literacy, numeracy, health, small farm management, and religion. The booklets are written in direct, simple language with colorful illustrations. In Spanish. (Another multimedia publication of ACPO is the weekly newspaper, El Campesino, which deals with current issues especially relevant to the rural sector.)

****

Accion Cultural Popular (ACPO). Accion Cultural Popular - Principios y Fundamentos Teoricos: Guia Introductoria al Conocimiento de ACPO. 1977. ACPO, Apartado Aereo 7170, Bogota, D.E., Colombia.

This document is an introductory guide that explains the complex organizational structure, objectives, and methods of Accion Cultural Popular (ACPO), a radio-based educational system for the often inaccessible rural sector. It broadcasts educational programs for radio schools, covering topics relevant to rural people's needs. Programs focus on nutrition, health, agriculture and animal raising, numeracy, literacy, civic responsibility, and spirituality. The radio schools operate in local homes under the guidance of trained volunteer helpers who use printed materials to reinforce program content. Interpersonal contacts are key to ACPO's success. In Spanish. 95 pp. (Also available in Spanish from ACPO is Educacion Fundamental Integral: Teoria y Aplicacion en el Caso de ACPO by Hernando Bernal Alarcon [1978, 285 pp.] which presents a more theoretical and detailed description of ACPO.)

****

Ahamed, Uvais, and George Grimmett (eds.). Educational Broadcasting: Radio. 1979. Asia-Pacific Institute for Broadcasting Development (AIBD), P.O. Box 1137, Pantai, Kuala Lumpur, Malaysia.

With a view toward combining professional knowledge and skills of education and broadcasting, this manual is designed as a guide for those who conduct training courses in educational radio broadcasting but do not have access to experienced personnel, as well as to assist individuals in self-learning situations. Starting with a discussion of basic communication theory, the manual outlines steps in the systematic planning, implementation, and evaluation of formal and non-formal educational radio programs. Also included are several chapters on radio writing and programming. Noting that cooperation is one of the keys to the success of educational broadcasting, the authors suggest and describe a participatory management style for educational producers in leadership positions. Includes a listing of available print and audio resources, as well as the addresses of several other sources of information on, and training in, educational broadcasting. 118 pp.

****

Ahamed, Uvais, Chris Berry, Chris Duke, Peter Dunkley, David Kerrison, Elizabeth Sommerlad. Broadcasting for Non-Formal Education: Curriculum Notes and Guidelines for Country Workshops. 1979. Asia-Pacific Institute for Broadcasting Development (AIBD), P.O. Box 1137, Pantai, Kuala Lumpur, Malaysia.

Designed to orient broadcasting producers to the field of non-formal education (NFE), this booklet provides guidelines for a training workshop. In keeping with the spirit of NFE, the workshop curriculum presented is designed to include the active involvement of workshop participants in the learning process. The authors review NFE concepts, methods, and limitations, and suggest applications of NFE to broadcasting. 51 pp.

****

Allen, Dwight W. and Stephen Anzalone. "Is Literacy the Only Road to Learning? Basic Education by Radio Is an Alternative." Development Communication Report. No. 30, April 1980. Clearinghouse on Development Communication (CDC), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Advocates the use of radio as a potentially valuable, non-formal means of supplementing basic formal education programs. Literacy programs, the authors contend, have played a major role in overcoming many problems faced by rural populations in developing countries. Formal education efforts in rural areas have often been characterized by high costs, large drop-out rates, and insufficient results. Radio has been and continues to be one of the most popular and least expensive communication media available in rural areas. Allen and Anzalone believe carefully designed and relevant radio programming can be used as an effective educational strategy to reach groups, such as the rural poor, whose basic literacy needs are not being met through formal education channels. The authors caution against use of the traditional one-way communication--"teacher monologue"--approach which has been unsuccessful in the past. They offer alternative methods of structuring educational radio programs. pp. 1,4.

****

Amtmann M., Carlos A., Francisco Fernandez M., and Jubel Moraga R. Le Tecnica de "Radio-Vision" er la Capacitacion Campesina - Evaluacion del Programa de INACAP y FREDER en la Provincia de Osorno, Chile. 1977. Universidad Austral de Chile, Centro de Sociologia del Desarrollo Rural, Casilla No. 567, Valdiva, Chile.

Describes an evaluative study of a rural training program intended to help farmers improve their skills in agriculture and animal raising. The educational method employed, called "Radio-Vision", uses radio to reach farmers in remote rural areas. Groups of farmers meet and listen to the radio programs while watching slides or other visual aids presented by facilitators. In order to test the effectiveness of the method, approximately 300 subsistence farmers from 16 different communities were interviewed and observed at work. Results indicated that "Radio-Vision" is an effective means of introducing new ideas and technologies to a sector of the population that is difficult to reach. Furthermore, because the method provides rural people with periodic opportunities to acquire basic knowledge, it has long-term potential for encouraging development and social change. In Spanish. 78 pp.

****

Anyanwu, C.N. Out-of-School Education for Rural Development in The Benin Republic. n.d. Department of Adult and Higher Education, University of Manchester, Oxford Road, Manchester M13 9PL, England, UK.

In Benin, where "education for rural development" has come to mean "education for better living", rural development is conceived of as the active and understanding participation of rural people in improving their lives. The author of this document discusses how non-formal education has contributed to such development in the areas of literacy, health, agriculture, and cooperative development. A major section of the document highlights the use of radio for rural education in Benin. Radio programs focusing on subjects of interest to farmers are broadcast in several local languages every evening for fifteen minutes. Collective listening posts are used by field officers to teach farmers the same subjects taught them by radio. By using both radio and audio-visual technology, Benin has increased agricultural output and improved the agricultural techniques of the farmers. 77 pp.

****

Arboleda, Toro Jairo, et al. Proyecto Universidad Desescolarizada: Un Experimento Sobre Educacion a Distancia. 1976. Universidad de Antioquia, Facultad de Educacion, Centro de Investigaciones Educativas, Apartado Aereo 27-72, Medellin, Colombia.

Those who desire a college education in Colombia yet are unable to attend a university can participate in a distance education system that is academically comparable to the conventional university system. Self-paced texts are supplemented by selected readings, radio programs, group activities, and academic counselors who regularly correspond with and visit students to evaluate their progress. This document describes a study which compared students in this system with those in traditional university classes, in math, Spanish, and psychology. The distance education students performed as well as the conventional students except in math, the latter probably because of the lack of continuity in their education. In Spanish. 48 pp.

****

Aristizabal, Arnoldo H. El Auxiliar Inmediato de ACPO en su Papel de Agente Educativo. Documento de Trabajo No. 32. 1978. Accion Cultural Popular (ACPO), Apartado Aereo 7170, Bogata, D.E., Colombia.

As an educational radio organization dedicated to the distribution of basic and essential knowledge about health, farming and literacy directly relevant to the less accessible farmers, ACPO, in addition to other diverse activities, publishes a series of working documents in Spanish, describing research conducted to evaluate the impact of ACPO radio schools. These studies focus on ACPO's educational process to promote development by changing people's attitudes and encouraging them to adopt new ideas and technologies for improving their standard of living. The study cited here examines the role of educational agents or facilitators, discussing their socio-demographic characteristics, functions and training. In Spanish. 204 pp.

****

Asociacion Latinoamericana de Educacion Radiofonica (ALER). "Seminario sobre Pedagogia de la Educacion Radiofonica." Boletin de la Educacion Radiofonica Latinoamericana. Ano 2, Nro. 3, Agosto 1975. ALER, Corrientes 316, 6 Piso, Of. 655, Buenos Aires, Argentina.

This booklet offers a review of the events and presentations which occurred as part of a conference on radio education in the Dominican Republic in 1975. The four presentations focus primarily on the educational context and methods of evaluation for radiophonic education. Also included is an overview of the "Radio Santa Maria" project in the Dominican Republic. In Spanish. 64 pp.

****

Asociacion Latinoamericana de Educacion Radiofonica (ALER). Que Es ALER? 1975. ALER, Corrientes 316, 6 Piso, Of. 655, Buenos Aires, Argentina.

A brochure introducing ALER, the "Latin American Association of Radiophonic Education". Under the auspices of UNESCO, ALER is a non-profit organization aiming to promote human development and literacy in Latin America through the use of educational radio. The brochure contains statistics which graphically illustrate concerns about the need to improve the literacy rate throughout Latin America, and serves as a basis for explaining the objectives and goals of ALER. Also included is a list of associated educational radio organizations with the geographic areas to which they broadcast. In Spanish. 13 pp.

****

Asociacion Latinoamericana de Educacion Radiofonica (ALER). Analisis de los Sistemas de Educacion Radiofonica. Serie Investigaciones No. 1. 1982. ALER, Avenida Atahualpa 427, Casilla 4639A, Quito, Ecuador.

A comprehensive, descriptive analysis of educational radio institutions in Latin America from 1979 to 1981. ALER is a non-profit, Christian organization which coordinates and integrates the literacy and adult education radio of 41 affiliated institutions in 17 Latin American countries. The study explores the activities, successes and difficulties generally encountered by these organizations while pursuing their educational objectives. The systematic review is helpful for the member organizations to compare their programs, goals, and problems with other similar organizations in Latin America and benefit from exchanges of ideas, experiences, and resources. The final chapter presents suggestions and recommendations upon which the participating institutions may reflect and use to develop innovative strategies. In Spanish. 376 pp. (Also available from ALER is an accompanying follow-up to the study, ASER Guia para la Reflexion [1982, 185 pp.] which organizes the findings of ALER's comprehensive report on educational radio in Latin America into color coded segments appropriate for use in an ongoing process of reflection and discussion about the activities of the affiliated organizations.)

****

Barrett, Mike (ed.). Rural Communications, Management, and Media -- National Workshop for Communicators. 1979. Rural Services Coordination and Training Unit, Ministry of Finance and Planning, P. O. Box 30470, Nairobi, Kenya.

In recognition of the need for integrated planning, and for making communications more effective in rural development activities throughout Kenya, a workshop was held to explore problems associated with the identification of learning needs and available forms of communications media. The objectives of the workshop were to increase the general awareness of planners, administrators, and educators of each other's activities and to promote a closer working relationship among them; and to explore the requirements of training field staff in communications methods, basic needs research, and the effective use of various media forms. In this document, the author reports on the range of issues covered at this Workshop. Among the proposed recommendations for educational radio were the need for more preliminary research by field personnel on specific audience needs, and for evaluating feedback from the rural population to those responsible for preparing broadcasts. 74 pp.

****

Bernal, Hernando, Paul Masoner, and Liliana Muhlmam de Masoner. Accion Cultural Popular: Pioneer Radiophonic Education Program of Latin America 1947-1977. 1978. Accion Cultural Popular (ACPO), International Division, Apartado Aereo 7170, Bogota, D.E., Colombia.

With thirty years of experience, ACPO has become one of the largest non-formal education programs concerned with improving the living conditions of rural populations throughout Latin America. This collection of three papers is designed to acquaint the reader with ACPO's main characteristics and activities oriented around using radio as an educational tool. The first paper describes the history of ACPO, along with its educational model, the role of teachers, and internal and external evaluations of the program. The other two papers both deal with specific evaluations of the effectiveness of the program and lessons learned from the ACPO experience. 66 pp.

****

Bertrand, Jane T. Communications Pretesting. Media Monograph 6. 1978. The Community and Family Study Center, The University of Chicago, 1411 E. 60th Street, Chicago, Illinois 60637, USA.

Written on the premise that pretesting is a valuable means to identify which messages are potentially most effective, this manual provides information on how to pretest for social development programs. It was specifically designed to improve communication programs in Latin America for population and family planning. The manual covers pretest designs for different media that are appropriate for developing countries and can be carried out by people with limited research experience. The chapter on pretesting radio spot announcements offers detailed samples of pretests for radio. 144 pp.

****

Bracco, Beatriz. "A Rural Radio Programme in Mexico." Ideas and Action, No. 119, 1977/7. Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

Summarizes an educational radio project in Huayacocotla, Mexico which provides the rural community with daily broadcasts containing general information, news, and agricultural education. The author notes that two key features of the project have contributed to its ongoing success. First, a relationship based on direct and frequent interaction has been established between the project workers who conduct the broadcasts and the rural audience. This relationship is further reinforced by the stipulation that the project workers live in the local community. Second, emphasis is placed on the continuous investigation of local conditions to ensure that the content of the broadcasts are reflective of, and responsive to, local interests and needs. pp. 18-20. (Also available in French and Spanish.)

****

Braun, Juan. Les Ecoles Radiophoniques: Une Strategie de Developpement Latino-Americaine. Available from the Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Reports on the study of 24 Latin American radio education systems conducted by the Latin American Association of Educational Radio (ALER) to determine the characteristics of such systems. This report describes the financing, audiences, content, and methods of educational radio in the various countries. In French. 28 pp.

****

The British Council. Catalogue of Radio and Television Training Materials from the United Kingdom. 2nd edition. 1980. The British Council Production Unit, Media Department, Tavistock House South, Tavistock Square, London WC1H 9LL, England, UK.

Intended for use in the training of television and radio staff, this catalog lists over 200 items of audio-visual and printed material. The materials are divided into two sections: radio and television. Subheadings under each of these sections are "production", "operation", and "engineering". Each entry provides a summary of content as well as publisher and price information. Also includes an index of titles. 79 pp.

****

The British Council. Radio Training Kits. n.d. Printing and Publishing Department, The British Council, 65 Davies Street, London W1, England, UK.

Describes a series of Radio Training Kits designed by The British Council to supplement courses and assist educators involved in teaching basic techniques in radio broadcast production. Prepared by professional broadcasters, each kit contains a recorded discussion focusing on a particular aspect of radio production and practical exercises for students. This booklet presents a description of the contents of each kit and the subject area covered, along with brief summaries identifying the main objectives of the materials and providing practical suggestions for instructional use. 24 pp.

****

Burke, Richard C. The Use of Radio in Adult Literacy Education. 1976. English edition available from International Institute for Adult Literacy Methods (IIALM), P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Describes the characteristics of radio broadcasting that recommend it as an integral part of any effort to provide literacy and fundamental education to a wide variety of audiences. Special emphasis is placed upon the active role that field workers can play in radio-based literacy programs. 116 pp.

****

Cast, Marian and Ofelia Padres. "An Education in Nutrition." Dialogue. Summer/Fall 1978. International Voluntary Services, Inc. (IVS), 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA.

Part of a special issue on health care and its effects on development. Discusses nutrition-education approaches in "scale clinics" for children under five in Papua New Guinea and problems that make the use of these strategies difficult. Outlines a nutrition teaching unit for parents, health workers, and students. Also describes weekly radio programs about nutrition, recent improvements in subsistence agriculture, and nutrition strategies for school children. pp. 12-17. (Available in English, French, and Spanish.)

****

Ceulemans, Mieke and Guido Fanconnier. Mass Media: The Image, Role, and Social Conditions of Women. 1979. Mass Communication Documentation Centre, UNESCO, 7 Place de Fontenoy, 75700, Paris, France.

The power of the mass communication media to influence human values, attitudes and conduct, and to promote social change on a worldwide scale, is a reality of modern times. In this comprehensive and insightful report, the authors review the current literature and analyze the relationships between mass media and the role and status of women. Information is categorically presented about mass media operations in Europe, Asia, Africa, Latin America and North America. The report focuses on the content of radio, television, film and press as being the most influential means through which images of women are conveyed to mass audiences. The authors conclude that overall, despite recent national and international attention directed at improving women's status, mass media images of women are outdated and highly sex-role stereotyped, favoring traditional domestic roles and sexual appeal to men. The professional status of women in media-related occupations is also examined. One of the main reasons suggested for the continued sexual discrimination in mass media is the "male-dominated, male-oriented and male-biased structure of the mass communications industry." The authors discuss the implications of their study, and offer suggestions for further research. Steps are also recommended which can be taken to correct discriminatory practices in the industry, encourage affirmative action programs for women, and increase the pressures on the media for change by women consumers. Includes an extensive, international listing of references on women and mass media. 78 pp.

****

Clearinghouse on Development Communication. Readings in Communications for Nonformal Education. n.d. Clearinghouse on Development Communication, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

This collection of documents covers a broad range of topics related to the role of various forms of communication in non-formal education. A number of the articles deal with radio. Among them, "Radio Mensaje: Ecuador", by the Clearinghouse on Development Communication, describes an educational radio program for teaching adult literacy, organized and implemented by members of the target group. Also included is "The Use of the Media in Educational Development in Afghanistan", by Kamal Behzadi. This article discusses both the benefits and the technical constraints associated with implementing educational radio in remote geographic areas. A third article, "The Role of Communication in Education" by Robert Harnik, Barbara Searle, Dennis Foote, and Jeane Moulton, provides examples and evaluations of various educational radio programs in Latin America. 94 pp.

****

Clearinghouse on Development Communication (CDC). A Sourcebook on Radio's Role in Development. Information Bulletin No. 7. 1976. CDC, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

A bibliography of over 600 documents on international programs which have used radio for education and development projects. It is intended to provide as much information as possible so that new efforts to apply radio avoid previous failures and build on successes of the past. The materials are categorized according to type of document (e.g., project report, country survey), issues (e.g., policy and planning, cost), and strategies (e.g., open broadcast, farm forum, animation). Most of the listings include annotations or abstracts along with source information. 85 pp.

****

Cook, Thomas M. and Susan T. Romweber. Radio Advertising Techniques, and Nutrition Education: A Summary of a Field Experiment in the Philippines and Nicaragua. 1977. Office of Nutrition, Technical Assistance Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA; or Manhoff International, Inc., 1789 Columbia Road, N.W., Washington, D.C. 20009, USA.

Details two projects, one in the Philippines, the other in Nicaragua, which used radio advertising to reach a major portion of the maternal population with educational messages about good health and nutrition for their children. Radio messages were developed in cooperation with local health and nutrition authorities, using local people and targeted towards specified segments of the population. Comparative studies from before, during, and after completion of the 12 month projects, show a substantial increase in mothers' understanding of the health and nutrition information presented in the radio announcements. 67 pp.

****

Crowley, David, Alan Etherinton and Ross Kidd. Radio Learning Group Manual. Friedrich-Ebert-Stiftung, Mass Media Department, Godosberger Allee 149, 5300 Bonn 2, Federal Republic of Germany.

This is a practical guide for training both trainers and planners in the use of radio groups for development. Based on experiences from a variety of radio campaigns in Botswana, the manual instructs organizers in group formation, program content, follow-up activities, and evaluation. A study guide to accompany the manual is also available. Particularly useful as an aid in deciding which type of project to conduct, the manual itself is a case study in the use of media and rural development. 195 pp.

****

Davidson, John R. The Basic Village Education Project in Guatemala. Case Studies in Development Assistance No. 2. 1976. Development Studies Program, Manpower Development Division, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

A case study summarizing the experiences of the Basic Village Education (BVE) Project in using radio education to alter the agricultural knowledge, attitudes, and practices of small farmers. Of particular value is the description of BVE's built-in evaluation component to enable measurement of project impact during its life. Impacts of radio only; radio with local "monitor"; and radio, monitor, and agronomist providing technical expertise were all assessed with regard to their effectiveness to promote change. As a control, measurements were also made in areas where there was no planned introduction of new information and where only a monitor was used to share new agricultural information. It was found that, in general, knowledge and attitudinal changes were significantly more frequent in experimental than control areas and that radio programs and the presence of a monitor clearly contributed to changes in knowledge, attitudes, and behavior, whereas the impact of an agronomist was not so clear. 58 pp.

****

De Maeseneer, Paul (ed.) Here's the News: A Radio News Manual. 1982. Asia-Pacific Institute for Broadcasting Development (AIBD), P.O. Box 1137, Pantai, Kuala Lumpur, Malaysia.

A how-to manual providing practical guidelines and outlining techniques for producing news broadcasts for radio. Covers news writing and editing, interviewing techniques and procedures for news broadcasts, and concerns regarding style and presentation. Also describes various types of radio equipment and their uses. 182 pp.

****

Dikshit, Kiranmani A., Ian Boden, Clifford Donkor, Simeon Bonzon, Hernando Bernal Alarcon, Jaroslav Kostal, and Glen Powell. Rural Radio: Programme Formats. Monograph 5, Series on Communication Technology and Utilization. 1979. Unesco, 7 Place de Fontenoy, 75700, Paris, France.

Provides "real-life" examples of various formats for radio programs directed at providing the rural population with advice, news, and information related to agriculture and rural development. Producers from Nepal, Papua New Guinea, Ghana, Philippines, Colombia, Czechoslovakia, and Canada discuss the origin, structure, implementation, and evaluation of their respective programs. The types of formats represented include dialogue, magazine, drama, and farm forum. 94 pp.

****

Direct. "La Radio et le Monde Rural." No. 16, June 1982. Agence de Cooperation Culturelle et Technique, Direction Education, 13, quai Andre Citroen, 75015 Paris, France.

Radio is the most widely used medium of communication in rural areas of developing countries today. In view of this fact, this special issue discusses reasons for radio's popularity and highlights case studies of rural educational radio projects in Burundi, Upper Volta, Senegal, Viet Nam, Switzerland, Peru. The success of radio is attributed, in part, to its immediacy, low cost, power of suggestion, and educational capacity. In addition, one can listen to radio while doing other things. One article describes "microprograms," short educational messages, often part of a series, transmitted through announcements, songs, stories, interviews, skits, jokes, dialogues, proverbs, and other means. In French. pp. 19-38.

****

Duran, Jane (compiler). Communication for Rural Development. 1980. Central Information Service, The British Council, 10 Spring Gardens, London SW1A 2BN, England, UK.

In 1978 the Media Department of the British Council conducted a workshop in Bangladesh on planning and producing low-cost radio programs and audio-visual materials for use in rural development. In a clear, step-by-step format, this booklet describes the activities of the Workshop which centered around the objective of "showing how information related to rural development projects can be presented in simple audio-visual forms made from low-cost materials available in Bangladesh." During the Workshop the participants (who came from such organizations as Radio Bangladesh, the Bangladesh Academy for Rural Development - BARD, and the Rice Research Institute) produced both radio and audio-visual materials which they then tested in the field. After testing the materials they were assessed in light of the evaluations made by the villagers as to the appropriateness and relevance of the materials. 46 pp.

****

Duran, Jane and Robert Brookes. The Development of Radio Production and Presentation Techniques. 1982. Central Information Service, The British Council, 10 Spring Gardens, London SW1A 2BN, England, UK.

An evaluation report on a training workshop conducted by The British Council for personnel of the Anambra Broadcasting Company (ABC) of Nigeria. While the range of ABC's broadcasting includes a mixture of varied types of programming, it also includes an educational component. The workshop was organized into three separate training segments for junior program assistants, program assistants and producers, and senior and executive producers, and the authors describe the course content and activities for each. A course evaluation questionnaire and survey results are included. 41 pp.

****

Espina Cepeda S.J., Luis. Radio ECCA, Centro Docente. 1976. Radio ECCA, Apartado 994, Las Palmas, Canary Islands, Spain.

This publication provides basic information about the objectives, activities, and history of Radio ECCA which broadcasts literacy classes. Each student actively participates in a lesson by listening to the radio at home, while following along in a workbook and completing written exercises. In addition to the broadcasts, students are expected to attend a small group discussion held weekly at a nearby orientation center where they can obtain further explanation of the lessons and assistance in understanding the material. In Spanish. 255 pp.

****

Espina Cepeda S.J., Luis. Radio ECCA: Clase y Esquema ECCA--Funcion y Caracteristicas; Escala de Valoracion. 1977. Radio ECCA, Apartado 994, Las Palmas de Gran Canaria, Spain.

An informative bulletin for institutions utilizing the ECCA system of radio education in Spain and Latin America. Briefly highlights current events and accomplishments of special interest to personnel broadcasting with the ECCA method, a flexible and adaptable form of distance education. Experiences, research, seminars, and activities of ECCA broadcasters are reviewed in some detail. Three issues a year. In Spanish.

****

Etherington, Alan and Ross Kidd. Training VDC's at a Distance -- A Report on Two Pilot Radio Learning Courses for Village Development Committees in Botswana. 1977. Botswana Extension College, Private Bag 0043, Gaborone, Botswana.

Based on the assumption that community development projects in Botswana would be more effective if Village Development Committees (VDC's) were trained to implement and manage projects, weekly radio dramas about community projects were broadcast to groups of VDC's who were then to discuss and write summaries of their ideas for action. In reporting on two pilot radio training projects designed for the VDC's, the authors provide background information, discuss procedures, and summarize evaluations for each phase. They contend that the project was successful, in part because it helped bring VDC's together to share ideas and provide them with an example they could follow in initiating and managing their own village projects. 31 pp.

****

The Extension Division of the Integrated Rural Development Program (IRDP). Radio Use/ Listening Habits and Visual Interpretation: Surveys in Three Selected Areas of Bangladesh. 1976. IRDP, Dacca, Bangladesh.

Summarizes a research project designed to help IRDP produce more effective instructional materials and also to provide training and "sensitization" for key personnel involved in radio education. Meeting both objectives entailed learning to better understand how the rural population responds to various media messages, what they listen to on the radio, and how they perceive pictorial images. Using a survey to draw out this type of information, education personnel left their offices and went into the field to interact with members of farm households. They discovered, for example, that men generally listened to the radio in the evenings and preferred informational programs while women generally listened in the afternoons and tended to prefer drama and songs. In either case, non-formal education programs were shown to be successful supplements to on-going programs, but not substitutes for them. 100 pp.

****

Fako, T.T. Health/Illness and the Socio-Cultural Background. 1980. Documentation Unit, National Institute of Development and Cultural Research (NIR), University of Botswana, Private Bag 0022, Gaborone, Botswana.

Contains papers presented at a seminar held in 1979 to examine health education approaches and programs, primary health care services, and the range of socio-cultural perspectives on health practices in Botswana. Of particular interest are two papers focusing on the use of radio in health education. The first paper, "Health Education Through Radio in Botswana" (by O. R. Makgoeng, pp. 73-77), considers some of the advantages and disadvantages in using radio in health education projects, and reviews some of the conclusions resulting from an earlier survey of listeners. Among the conclusions noted was that the people seemed to prefer to listen to health programs presented in the format of drama, dialogue, or interviews, rather than lectures. In the second paper, entitled "Health Education Through Radio Programming" (by S. Inquai, pp. 77-86), the author defines educational broadcasting and describes its development. 151 pp.

****

Fontacilla C., Maria Eugenia. La Radio: Una Guia para Programadores. 1979. Secretariado de Comunicacion Social (SEDECOS). Avenida Providencia 2093 2°Piso, Casilla 16.243, Correo 9, Santiago, Chile.

A training manual designed for agencies utilizing educational radio and for technical staff responsible for the development, preparation, transmission, and evaluation of educational radio programs in Latin America. The manual was developed on the assumption that radio is the best means of mass communication for education due to its availability and accessibility, particularly in remote areas. Because educational radio is often operated by private organizations lacking financial resources and trained personnel, this manual was developed to assist them in the design, production, and evaluation of programs. In Spanish. 108 pp.

****

Friend, Jamesine, Barbara Searle, and Patrick Suppes (eds.). Radio Mathematics in Nicaragua. Vol. 3. 1980. Institute for Mathematical Studies in the Social Sciences, Ventura Hall, Stanford University, Stanford, California 94305, USA.

Describes the history and research results of a distance education project jointly sponsored by the Institute for Mathematical Studies in the Social Sciences at Stanford University, the Nicaraguan Ministry of Public Education, and USAID using radio as a medium for teaching primary school mathematics in rural Nicaragua. The objective of the project was to design and test based on learner performance, a systematic method for producing effective radio-based instruction. This volume summarizes the history of the project and research on the impact of radio education on student achievement and other school-related variables, on primary school teachers' promotion decisions, and on the size of the listening audience. 254 pp. (Two other volumes are also available by the same editors: The Radio Mathematics Project: Nicaragua, 1974-1975 and 1976-1977, [1976, 261 pp. and 1978, 356 pp., respectively]. The appendices of these volumes provide project test results [Vol. 1 and 2], representative lesson plans and radio scripts [Vol. 1], and results of research on teacher attitudes, on the relationship between radio education and student repetition, on patterns of student promotions, and on cost analysis of education decisions [Vol. 2].)

****

Fundacao Educacional Padre Landell de Moura (FEPLAM). Um Modelo em Radio Educativo Sistema de Avaliacao para Radio Educativo -- Projeto Sare. 1978. FEPLAM, Ave. Bastian, 285, Porto Alegre, Rio Grande Sul, Brazil.

This document is part of a series on the Sare Project, an evaluation system for educational radio designed by FEPLAM in Brazil. It presents a formula for analyzing the quality of distance education by examining all stages, from planning to broadcasting. Such a system enables the evaluator to identify quality methods, techniques, and course content as well as the best methods of production for radio courses. The system is designed for use by FEPLAM but can be used by others working in educational radio. In Portugese. 80 pp.

****

Geraca, F. El Sistema Radiofonica de Entrega de los Contenidos Educativos del Modulo Basico de Educacion Extraescolar. Plan Nacional de Desarrollo (GUA74/004). 1975. UNESCO, 7 Place de Fontenoy, 75700 Paris, France.

Documents a preliminary analysis of the potential for beginning a national radio school in Guatemala. Contained in this report are maps indicating broadcasting coverage and linguistic regions with accompanying written analyses; a discussion of broadcasting strategies which would employ existing systems; programming suggestions; and lists of necessary equipment, personnel, and costs. In Spanish. 69 pp.

****

Griffiths, Marcia. Mothers Speak and Nutrition Educators Listen: Formative Evaluation for a Nutrition Communications Project. Volumes I and II. 1980. Manoff International Inc., 845 Third Avenue, New York, New York 10022, USA.

Volume I (190 pp. + appendices) describes the first stage of a project in Indonesia to design nutrition radio messages and visual materials to be disseminated through mass communication. This stage consisted of qualitative, in-depth, participative surveys "of the food, nutrition, and child-care knowledge, attitudes and practices of rural women." The report concludes with discussions and recommendations concerning the innovative 'formative evaluation process' methodology employed, and the application of the results in developing educational strategies. Volume II (116 pp. + appendices) reports on the testing of the materials before dissemination. It describes sample selection, testing procedures, and results of the radio messages and posters.

****

Hall, Budd L. Mtu Ni Afya -- Tanzania's Health Campaign. Information Bulletin No. 9. 1978. The Clearinghouse on Development Communication (CDC), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

This study analyzes how Tanzania's health campaign originated, how it was planned, the methodology used, and the resulting impacts on the people's health. The study covers the feasibility of radio-group campaigns as an integral and continuous part of national development plans. The author notes that a unique aspect of the radio campaign approach for mass health education was the way in which the environmental health lessons stimulated discussions which led to group action, such as building latrines. Written reinforcement of the messages was provided, and this offered reading materials and practice for the newly literate. The success of the campaign was measured in terms of the people's efforts to improve their health. 74 pp.

****

"Health Education by Open Broadcast." ICIT Report. No. 15. July 1976. Clearinghouse on Development Communication (CDC), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Describes two non-conventional approaches using radio in teaching health and nutrition among rural adults. One method, typified by Kenya's Swahili-language radio serial on "Giving Birth and Caring for Your Children," uses humor to entertain as it teaches about health. The other approach employs advertising and is being tried in Ecuador, Nicaragua, and the Philippines. pp. 1-3. The same issue reports on two other topics concerning media: Village Festivals and Folk Media", and "Folk Culture for Radio". pp. 8-10.

****

Hudson, Heather E. "Community Use of Radio in the Canadian North." In Peter R. Spain, Dean T. Jamison, and Emile A. McAnany (eds.), Radio for Education and Development: Case Studies. Vol. 2. World Bank Staff Working Paper No. 266. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Describes a project that sought to involve people in remote areas in the planning, operation, and evaluation of their own communication system. Initial interviews and observations suggest that while it was too early to attribute social change to the project, service benefits and gains in knowledge and skills had been attained. pp. 383-414.

****

Hurly, Paul. The Lefatshe la Rona Radio Learning Group Campaign of Botswana: A Communication Case Study. 1976. University of Botswana and Swaziland, Private Bag 0022, Gaborone, Botswana.

Briefly discusses the radio-learning-group campaign used in Botswana to inform and educate the public about the Government's policy of Tribal Grazing Lands (TGLP). Describes the radio campaign as a cheap, efficient and fast means of reaching the dispersed population of Botswana. 12 pp.

****

Imhoff, Maurice. Reading by Radio: A Position Paper on the Use of Radio in Teaching Reading Skills for Educational Development. 1981. International Division, Academy for Educational Development, Inc. (AED), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

The position taken is that radio has significant instructional potential for teaching language arts skills, especially reading. The paper is composed of three sections devoted to, respectively, defining the relationship between educational development and language, describing various roles the radio medium has played in educational development, and describing the potential for radio as an instructional tool in light of current reading theory. 29 pp.

****

Interlit. "Radio Literature". Vol. 20, No. 2, June 1983. David C. Cook Foundation, Cook Square, Elgin, Illinois 60120, USA.

Several articles in this special issue discuss aspects of the effective use of radio in development communication. In his article, "Radio Literature, Personal Contact: Three Processes that Lead to Decision Making", Phill Butler identifies the importance of linking radio and literature in communicating religious messages. In "1982 Radio Literature Survey", Bruce Cook points out that research on international Christian broadcasting indicates that combining radio and follow-up print materials has effectively reached listeners worldwide. Interlit is a quarterly publication focusing on Christian communication especially in developing countries. 23 pp.

****

International Extension College (IEC). Seeking the Barefoot Technologist. IEC Broadsheets on Distance Learning: 13. 1978. IEC, 131 Hills Road, Cambridge CB2 1PD, England, UK.

Reports on a workshop conducted to explore the uses of radio in adult non-formal, rural education throughout the world. The first part of the report presents an overview of the ways in which radio is currently being used, noting limitations and shortcomings, and identifying the potential of radio for NFE projects. Part two summarizes discussions which focused on several political issues concerning the role of radio in relation to the objectives and goals of development education. Particular attention is given to the question of where one sets the line between education intended to marginally improve people's lives, and education that could potentially empower people to change their lives and thus, may be prevented by existing power structures from reaching its goals. Workshop participants from around the world discussed their own experiences in light of these issues. In addition they noted the need for effective teaching materials which can reinforce the strengths of different available media, and considered formulas for combining media with specific attention given to the social context in which it would be used. Part three explores how the participants' experiences relate to education projects currently being planned. Included in this section are brief summaries of educational situations in the Dominican Republic, Jamaica, Lesotho, Mozambique, and Tanzania. 53 pp.

****

International Extension College (IEC). Administration of Distance-Teaching Institutions -- Case Studies. 1983. IEC, 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.

A collection of international case studies reprinted from published books, journals, and reports, which is designed to supplement the main text of a manual on the administration of distance-teaching institutions. Many of the case studies focus on radio education and include organizational information and descriptions of various programs, as well as comments on specific experiences. 109 pp.

****

International Institute for Adult Literacy Methods (IIALM). Radio and TV in Literacy and Adult Education. 1978. IIALM, P.O. Box 1555, Tehran, Iran.

Synthesizes the findings of a review of books, papers, conference and workshop reports, and research studies on radio and television in literacy and adult education. Findings suggest that these media have been most effective in pre- and post-literacy in recruitment and in-service training of teachers, and in community development. 350 pp.

****

Jamison, Dean T. Radio Education and Student Repetition in Nicaragua. World Bank Reprint Series, No. 91. 1978. Publications Unit, The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Analyzes the impact of a mathematical education radio project in Nicaragua on repetition rates of first graders. The analysis is based on a statistical model reflecting a multiple-output educational production function capable of distinguishing direct and indirect determinants of student repetition. The author concludes that the radio project has improved student mathematical performance; that exposure to radio lessons can reduce failure rates and between year drop-out propensity; and that radio lessons can be cost-effective from an educational administration perspective. 22 pp.

****

Jamison, Dean T., Steven Klees, and Stuart Wells. The Costs of Educational Media: Guidelines for Planning and Evaluation. 1978. Sage Publications, 275 South Beverly Drive, Beverly Hills, California 90212, USA.

In an attempt to improve educational cost-effectiveness and cost-benefit analyses, the authors suggest a model for evaluation studies. Two chapters discuss the methodology and problems of educational cost analysis in general, and two depict special considerations in making cost-analyses of instructional radio and television projects. Cost analyses of seven radio and television instructional projects in Central America, Korea, and the US are discussed. One conclusion is that the use of instructional radio and television may help reduce overall unit costs in some cases, but other social questions must first be answered before deciding to use these media. These include the concern for whether a diploma from a television high school will be as marketable as one from a regular high school, and whether such a school would only exacerbate the problem of rural youth migration to urban areas. 255 pp.

****

Jamison, Dean T. and Emile G. McAnany. Radio for Education and Development. 1978. Sage Publications, Inc., 275 South Beverly Hills, California 90212, USA.

As part of a World Bank effort to enlarge its information base on the role of radio in education and development communication, this work provides an analytical summary of how radio has been and can be used. Experiences to date indicate that in formal education radio can increase access and reduce costs in rural areas, and can improve quality where qualified teachers are unavailable. In the use of radio for development communication or non-formal education, strategies such as open broadcasting and radio campaigns were found highly effective in reaching and motivating people. However, a strategy involving audience organization into radio listening groups has proven more effective in teaching cognitive and work skills, and changing behavior. An annotated bibliography on the use of radio for education and development is included in the appendix. 224 pp.

****

Jenkins, Janet. "Making Radio Programmes." Chapter Ten in Janet Jenkins, Materials for Learning: How to Teach Adults at a Distance. 1981. Routledge & Kegan Paul Limited, 39 Store Street, London WC1E 7DD, England, UK.

This short chapter mentions some of the potential uses for and problems in making effective radio programs and then proceeds to discuss some of the practical aspects of planning and implementing a radio education program. The utility of integrating radio with other media for educational purposes, obtaining feedback on a program, and using cassettes where radio signals cannot reach are highlighted. pp. 110-117.

****

Jere, Annette. Survey of Radio Ownership and Listening Habits 1978: Facts About Reception. IAE Technical Paper 1. 1979. Radio Survey Coordinator, University of Botswana (UB)/ Institute of Adult Education (IAE), Private Bag 0022, Gaborone, Botswana.

Part one of a six part report series on a survey conducted to evaluate the effectiveness of educational radio broadcasting in Botswana. In this document the author describes patterns of radio reception reported in 37 sample areas throughout the country. Factors affecting the quality of reception, such as distance, geographical conditions, the time of day, and the type of radio, are considered and suggestions are given on how to improve the quality of reception. 23 pp. (Other titles in this series are: Schools Broadcasting; Listeners and their Choices; Information from the Postal Surveys; Design and Implementation of the Survey; and Recommendations and Follow Up.)

****

Jere, Annette and Frank Youngman. A Consideration of the Proposal for a Mass Radio Learning Group Health Campaign in Botswana in 1978. 1977. University of Botswana, Private Bag 0022, Gaborone, Botswana.

Directed toward planners and policymakers involved in non-formal education and health care delivery in Botswana, this paper responds to a proposal for the use of the Radio Listening Group (RLG) method in a mass health campaign. In their review of recent trends in health planning, the authors note the increasing international recognition of the importance of the socio-cultural context to health care, and the current emphasis given to a multi-sectoral approach, the use of basic health workers, and popular participation. They then provide a critical examination of the proposed mass RLG health campaign in the context of Botswana. They contend that various existing constraints, such as the level of training of field personnel, the limitations of existing information resources, a lack of strong organizational structures at the village level, and the limited duration of the Campaign itself, are obstacles that are likely to hinder the achievement of the Campaign's objectives. Given the anticipated problems with launching such a large-scale health campaign, the authors suggest several alternative programs and uses of media. 18 pp.

****

Joell, Edward M. Radio/Correspondence as a Technique to Expand Science Teaching. n.d. Correspondence Course Unit, Institute of Adult Studies, University of Nairobi, P.O. Box 30688, Nairobi, Kenya.

In a world where increasing emphasis is being placed on scientific knowledge and skills, and in the absence of formal educational opportunities for a large number of school age children in Kenya, the author takes the position that radio/correspondence education has strong potential as an alternative way of disseminating scientific knowledge widely needed for self-reliance. He suggests changes in the traditional science curriculum to make it more adaptable to forms of radio-correspondence teaching. One of the major obstacles to teaching science by radio and correspondence is the general requirement of formal laboratory instruction for students. As one possible way of offsetting this obstacle, the author suggests that a mobile laboratory unit be developed that would contain the kind of equipment needed to instruct students. Such a laboratory could travel periodically to various towns and conduct one day sessions giving demonstrations and providing local students with an opportunity to work with the equipment. 16 pp.

****

Keating, Rex. Grassroots Radio: A Manual for Fieldworkers in Family Planning and other Areas of Social and Economic Development. 1977. International Planned Parenthood Federation (IPPF), 18-20 Lower Regent Street, London SW1Y 4PW, England, UK.

Designed for use in the training of non-professional broadcasters in general, and family planning field personnel in particular, this manual covers basic elements of radio production and script writing. Describes and illustrates technical aspects of recording, field interviewing, and studio production. 67 pp.

****

Kokohiwa, Hilda. Reaching Rural Women: The Promise of Radio Mass Campaigns. 1978. Available from the Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

This paper discusses the need for educational programs for rural women, and strategies for reaching them. Considering radio as one strategy, it reviews non-formal education programs which have used radio study groups to bring education to rural people. The author highlights educational radio programs in Tanzania, India, Ghana, and Cuba, and suggests that such programs can encourage women's participation in development by raising their confidence. She concludes with implications and recommendations for planning a radio-based educational campaign for women in Tanzania. 26 pp.

****

Kulakow, Allan M. Rural Radio in the Sahel: Survey of Six Countries. Volume I: Overview and Country Profiles. 1979. Academy for Educational Development Inc. (AED), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Report of a study to examine the current use and future potential of radio for rural development in six Sahelian countries. Conducted by the Institut du Sahel, a regional organization supporting development in the African Sahel, the study found that rural radio faces several constraints. These include a lack of personnel trained in both the technical and educational aspects of radio, little coordination between radio offices and development agencies, and lack of national support. In addition, programs often fail to address the audience's most pressing needs, and thus fail to motivate change. To help overcome these problems, the report's recommendations include better regional cooperation and coordination, and various types of educational seminars, workshops, training programs, and information services for administrative and production personnel, as well as field agents. These recommendations are based in part on the knowledge that effective rural radio programs depend on trained field workers who organize and facilitate listening and discussion groups, who provide channels for feedback to program planners, and who deliver services promised by the program. In addition to a descriptive and analytical overview, the report contains profiles on the use of radio in the six countries surveyed. 52 pp. (Volume II: Annex [1979, 98 pp.], also available from AED, contains examples of program content and schedules, descriptions of training programs, proposals, and other documents.)

****

Lenglet, F. and E. G. McAnany. Rural Adult Education and the Role of Mass Media: A Comparative Analysis of Four Projects. 1977. Institute for Communication Research, Stanford University, Palo Alto, California 94305, USA.

Evaluates projects in which mass media are important components. It covers a Radio Study Campaign in Tanzania, Out-of-School Educational Television in the Ivory Coast, Radio School in Dominican Republic, and Non-Formal Education in Guatemala. The study brings out the strengths and weaknesses of each project and suggests possible adaptations to other situations which present similar problems. 62 pp.

****

Leslie, Joanne. "The Use of Mass Media in Health Education Campaigns." Educational Broadcasting International. September 1978. Peter Peregrinus Ltd., Station House, Nightingale Road, Hitchin, Herts SG5 1RJ, England, UK.

This paper reviews 15 projects in 12 countries which used mass media for nutrition and health education. Project evaluations suggest that there is a reasonable expectation of changed behaviors and improved health and nutrition as a result of specific messages. However, the author concludes that "It seems likely that mass media education projects will be less successful as a substitute for personal contact and the direct provision of service in the health and nutrition fields than as an extension of the outreach of such interventions and as reinforcement of their messages." pp. 136-142.

****

Luco R. Nicolas. "El Derecho en Radio Teatro." Boletin Informativo. Ano VI, No. 1, 1977. Centro Latinoamericano de Educacion de Adultos (CLEA)/Secretariado de Comunicacion Social (SEDECOS), Avenida Providencia 2093, Casilla 16417, Correo 9, Santiago, Chile.

Report on a radio series in Santiago, Chile, which seeks to deliver practical legal instruction to an audience of urban poor. The entertainment format adopted to stimulate audience interest and methods used to evaluate the program are described. The issue containing the article also includes a bibliography of institutions in Latin America which produce audio-visual materials for use in adult education. In Spanish. 2 pp.

****

MacKenzie, Bob. Survey of Radio Ownership and Listening Habits 1978: Schools Broadcasting. IAE Technical Paper 2. 1979. Radio Survey Coordinator, University of Botswana (UB)/Institute of Adult Education (IAE), Private Bag 0022, Gaborone, Botswana.

Part two of a six part report series on a survey conducted to evaluate the effectiveness of educational radio broadcasting in Botswana. In this document the author explores the use of radio in schools in light of the efforts of the national Schools Broadcasting Program. Despite the fact that many schools want to make use of radio broadcasts, survey data indicated a range of obstacles preventing consistent usage. For several schools, reception and interference are worst during the time periods when educational broadcasts are being transmitted. Lack of proper equipment, or the lack of technical knowledge to repair and maintain existing equipment, also seriously hinders the effective use of radio broadcasts in schools. The author provides several suggestions on how the overall Schools Broadcasting Program might be strengthened to provide schools with more consistent access to educational radio. 35 pp. (Other titles in this series are: Facts About Reception; Listeners and Their Choices; Information from the Postal Surveys; Design and Implementation of the Survey; and Recommendations and Follow Up.)

****

Manoff International Inc. Educacion Nutricional por los Medios de Comunicacion Masiva: Ecuador. n.d. Manoff International Inc., 845 Third Avenue, New York, New York 10022, USA.

Summary report of a nutrition education research project, conducted by the Government of Ecuador and Manoff International, which disseminated nutrition messages 10 times per day for 15 months by local radio. Based on a survey of almost 2,800 persons both before and during the project, results show that the project achieved significant changes in nutrition-related behavior, knowledge, and attitudes. In Spanish. 68 pp.

****

Manoff, Richard K. Innovative Uses of Mass Media for Food and Nutrition Promotion. Prepared for the Ninth Technical Group Meeting on "Nutrition and the Mass Media." 12-18 September 1976. Available from the Caribbean Food and Nutrition Institute (CFN), Jamaica Centre, P.O. Box 140, Mona, Kingston 7, Jamaica, West Indies.

Conference paper relating the experience of nutritionists in the Philippines in introducing a new way of preparing baby food to mothers. A survey was conducted of attitudes towards the new practice and short radio messages were designed to promote it without offending cultural values. Similar radio campaigns in Nicaragua and the Dominican Republic are also discussed, along with the results of a survey of radio listeners in the Dominican Republic. 20 pp.

****

Manoff International Inc. Mass Communications for Health and Nutrition Education. 1980.
Manoff International Inc. 845 Third Avenue, New York, New York 10022, USA.

Briefly discusses the effectiveness of mass communication, via the radio, for health and nutrition education. Gives specific examples of short radio scripts on breast-feeding from Ecuador, the Philippines, Nicaragua, Dominican Republic, and Indonesia. Describes the International Nutrition Communication Project. 16 pp.

****

Martins Pereira, Jose, Roberto Urbina Avendano, and Juan Cerda Palma. Que es una Radio escuela? Experiencia Latinoamericana. 1978. Secretariado de Comunicacion Social (SEDECOS), Avda, Providencia 2093 2° piso, Casilla 16243 - Correo 9, Santiago, Chile.

This document summarizes the diverse experiences of the 34 radio schools which are affiliated with the Latin American Association of Radio Schools (ALER). It presents a synthesis of the main characteristics of radio schools relevant to the context in which they exist, the students they help, the support systems and communications strategies employed, and the process of setting up and maintaining a radio school program. In Spanish. 28 pp.

****

Mbunda, Fr. D. "Education Mass Campaigns: Tanzania Experience--'Chakula Ni Uhai!" Journal of Adult Education: Tanzania. No. 1, August 1977. Institute of Adult Education, P.O. Box 20679, Dar es Salaam, Tanzania.

"Chakula Ni Uhai" (Food is Life) was the subject of a mass campaign conducted in 1975 by the Institute of Adult Education in Tanzania. The Coordinating Committee sought to establish an adult education program with "structures which organize, plan, supervise, and evaluate the campaign in an integrated way" to present the issues of food production, preservation, and nutrition to the people. Radio broadcasts, along with study groups led by group advisors trained to encourage group participation, were the focus of the year's activities. The author discusses the socialist educational goals of participation and the success and problems encountered in the campaign. pp. 9-22.

****

McAnany, Emile G. and John K. Mayo. Communication Media in Education for Low-Income Countries: Implications for Planning. 1980. Unesco, 7, Place de Fontenoy, 75700 Paris, France.

Part of a series, this booklet explores the use of media for both formal and non-formal education, especially in developing countries. The implications of technology transfer are seen in light of their relationship to national development and educational planning. The authors point out that while communication media have effective roles in achieving such educational objectives as extending educational opportunities, improving the quality of teaching and learning, and developing rural areas, care must be taken by planners and administrators to select media systems which are culturally appropriate and not outside the financial possibilities of a given country. Four cases, three describing radio and one describing television, exemplify the relatively successful application of communication media for education and development in the Dominican Republic, Nicaragua, Tanzania, and India. The booklet will be of interest to anyone seeking a general understanding of educational planning and how it is related to overall national development. Includes bibliography. 77 pp.

****

Meyer, Manfred (ed.). Health Education by Television and Radio: Conference Report. 1980. Internationales Zentralinstitut fur das Jugend und Bildungsfernsehen, Bayerischer Rundfunk, Rundfunkplatzl, D-8000 Munchen 2, Federal Republic of Germany.

Report of an international conference which provided a forum for an exchange of ideas and experiences regarding the use of broadcast media for health education. Health education program planners, journalists, consultants, researchers, and health education experts from ministries, public health institutions, and international organizations from around the world met to discuss forms of international cooperation, the role of donor countries in improving health education in developing countries, program production methods, and media-supported campaign strategies for educating specific groups such as young people. The conclusions emerging from the conference emphasize that health must be defined to incorporate mental, emotional, and physical well-being; and that the needs, values, and customs of target groups must be given primary consideration in developing radio or television health education programs. 44 pp.

****

Meyer, Manfred (ed.). Health Education by Television and Radio: Contributions to an International Conference, with a Selected Bibliography. Communications Research and Broadcasting, No. 5. 1981. K.G.Saur Verlag KG, Postfach 711009, 8000 Munchen 71, Federal Republic of Germany; or K.G.Saur Publishing, Inc., 1995 Broadway, New York, New York 10023, USA.

A compilation of papers presented by radio program editors, health education experts, and communication researchers at a conference to stimulate discussion about and create impetus for using radio in health education programs. Research papers, case studies, and essays on issues are included among the thirty-five papers contained in this broad-ranging collection. Among these are "A Communication Strategy for Development" by Revelians Tuluhungwa; "The Role of the Mass Media in Health Education: An Analysis" by Robin McCron and Judith Budd; "Health and Nutrition Education Through Radio Study Groups: The Tanzanian Experience" by Bertram A.P. Mahai; and "Producing for Health Education: How to Reach the Target Audience" by Peter Riding. Also contains an extensive bibliography. 476 pp.

****

Meyer, Manfred, Sylvia Huth, Frieder V. Krusenstjern, and Paul Lohr. Health Education by Television and Radio. A Selected Bibliography. 1980. Internationales Zentralinstitut fur das Jugend-und Bildungsfernsehen, Rundfunkplatz 1, D-8000 Munchen 2, Federal Republic of Germany.

A compilation of sources concerning the use of media in the dissemination of information on health problems. The bibliography includes documents received in French, English, and German up to the date of publication. A subject and an author index is also included. 75 pp.

****

Meyer, Reinhold. Africa: The Role of Mass Media in Promoting Rural Development - Reality and Myths. 1979. Forschungsinstitut der Friedrich-Ebert-Stiftung, Abteilung Entwicklungslanderforschung, Dokumentationsstelle, Godesberger Allee 149, 5300 Bonn 2, Federal Republic of Germany.

Discusses the role of the mass media in motivating people and communicating information for development and social change. The author describes, in brief, the development of mass media in Africa and examines their effectiveness. He advocates the use of radio for building awareness and calls for the promotion of radio listening groups as means of two-way communication. He also underlines the need to decentralize radio stations, regionalize radio programs, and study radio listening patterns in order to bridge the gap between audience and administrators and provide equal access to information. 33 pp.

****

Ministry of Education, Botswana. "Lededi La Puso" - A Radio Learning Group Campaign in Western Botswana. 1980. Tsoipelego Education Project, Ministry of Education, Botswana.

Lesedi la Puso was the first regional radio listening group campaign to be organized in Botswana. This report gives an account of how the campaign was organized and the impact it had on the people of the Kalahari Desert region. Focusing on the theme of civics education, ten radio programs were broadcast over a five week period. The purpose was to help people become aware of how government operates, the kind of services it provides, and how and why citizens can and should participate. These objectives were linked to the roles they played in the development process. It was shown in the final evaluation that the campaign was successful not only in terms of its objectives, but also in terms of its organization. The report details the various steps in the campaign from preparations to implementation, and includes information on costs. It is hoped that it might serve as a model for other NFE radio projects. 167 pp.

****

Morgan, Robert M., Liliana Muhlman, and Paul Masoner. Evaluacion de Sistemas de Comunicacion Educativa. Serie Educacion Fundamental Integral No. 5. 1980. Accion Cultural Popular (ACPO), Apartado Aereo 7170, Bogota, D.E., Colombia.

Reports on the procedures and findings of an evaluation of Accion Cultural Popular (ACPO), a national nonformal education program using radio broadcasts, in Colombia. The report first discusses evaluation theory from a systems perspective, in which each stage of a non-formal education process (identifying problems, formulating objectives, seeking alternative solutions, selecting and implementing strategies, and evaluating results) is analyzed according to a corresponding systems evaluation practice (needs system, function, cost benefit and cost-effectiveness analyses, and formative and summative evaluations). Six hundred rural families were interviewed to learn how ACPO programs had changed attitudes, knowledge and behavior in areas of health, agriculture, cattle raising, and basic education. Results indicate that, while other factors intervened to some extent, ACPO programs significantly influenced rural Colombian knowledge, attitudes and behaviors in the four areas. In Spanish. 298 pp. (Also available in English.)

****

Muhlmann de Masoner, Liliana, Paul H. Masoner, and Hernando Bernal. "An Experiment in Radiophonic Education: Accion Cultural Popular." Prospects. Vol. 12, No. 3, 1982. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

General overview of the development of Accion Cultural Popular's (ACPO) non-formal rural adult education program in Colombia. From a simple transmitter in a small mountain village, this radio-based project has developed into a diversified national system of educational radio broadcasting supplemented by radiophonic schools with textbooks and a central library, a weekly newspaper, trained consultative field workers, extension courses, and organized campaigns for rural development. pp. 365-374.

****

Munger, Sara J. Mass Media and Nonformal Nutrition Education: Final Study Report. 1978. Development Support Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA; or Synectics Corporation, 4790 William Flynn Highway, Allison Park, Pennsylvania 15101, USA.

A concluding report of the mass media nutrition education model which was tested in Tunisia. It is a general radio communication model consisting of three basic divisions: a communication model, field demonstration, and evaluation. While tested in the area of nutrition and non-formal education, it can be applied to a wide variety of educational topics. This document contains the radio messages and evaluation results of the Tunisian test project to educate mothers in child nutritional needs. 133 pp.

****

New ERA. Radio for School Broadcasting in Nepal: An Evaluation Study of School Broadcasting Programme. 1979. New ERA, Kathmandu, Nepal.

Reports on the results of an evaluation of the School Broadcasting Programme in Nepal. The evaluation focused on seven major areas: program production; use of radios; language barriers; costs; maintenance of equipment; school conditions; and student achievement scores. Inappropriate programming and uncoordinated scheduling, private use of radios intended for classroom use, diversity of languages, lack of financial resources to cover battery replacement and repair costs, and inadequate listening facilities were among the problems identified in the evaluation. In an effort to enable the School Broadcasting Programme to function more successfully, a new approach was recommended. Along with describing the new approach, this document also contains a range of suggestions for implementing it. 35 pp.

****

Olsen, James T. Radio Based Primary Education: RADECO. 1983. Radioeducativo/Comunitario, Apartado Postal No. 57, Barakona, Republica Dominica.

The prohibitively high cost of expanding the formal system to accommodate an ever-increasing school age population of youngsters has led the government of the Dominican Republic to radio education as a more cost-effective strategy for delivering educational services. In this document the author presents a brief overview of RADECO (Radio Educativo Comunitario), a radio-based primary education program designed to teach basic literacy and numeracy skills to children in the Dominican Republic who do not have access to formal schools. Now in its first year, RADECO is hopeful of providing a cost effective alternative for formal education for primary school age children while at the same time developing a model which may be applicable in a variety of settings throughout the world. 4 pp.

****

O'Sullivan-Ryan, Jeremian and Mario Kaplun. Communication Methods to Promote Grass Roots Participation for an Endogenous Development Process. 1979. Conferencia Episcopal Venezolana, Apartado 4897, Caracas, Venezuela.

A general study, in two parts, of participatory communication experiences and research in Latin America. Part I begins by outlining origins and concepts. Chapter 2 summarizes the efforts of several organizations to promote participatory communication. Chapter 3 describes relevant projects in a number of South American countries and two radio projects that operate in most countries of the continent. Chapter 4 offers an extensive annotated bibliography. Part II is an evaluation of two participatory communication approaches - experimental, short-term projects and long-term, institution-building projects. The authors conclude that frequently politics contribute to the failure of projects that seek to encourage popular participation. 243 pp.

****

Pareja, Renaldo. "Balance del Estado Actual en que se encuentra la Investigacion en Radio en el Pais". In Investigacion en Communicaciones en Colombia: Elementos para su Analysis y Desarrollo Futuro. Volumen 1. Documento de Trabajo. 1978. Fundacion para la Educacion Permanente en Colombia (FEPEC). Apartado Aereo 53372, Bogota, Colombia.

As the third section of an extensive document on mass educational communication in Colombia, this study reviews a range of research on educational radio in Colombia. Within the context of a detailed discussion of the historical background of Colombian radio broadcasting, the author classifies 334 communication research studies according to: media studies other than radio, theoretical studies, and radio research. Each category is then related to such topics as health, general education, and rural development. The author notes that although little attention has been paid to the historical, political, and economic aspects of commercial radio, further research in these areas can do much to promote literacy, health, and cultural programs. Of special interest is the annotated bibliography on educational radio in Colombia which is included in the appendix. In Spanish. 85 pp. (Also available is a second volume which deals with human resources and institutional communication.)

****

Paigh, Terry D., Martin J. Maloney, Robert C. Higgins, Donald J. Bogue. The Use of Radio in Social Development. Media Monograph No. 5. 1979. The Community and Family Study Center, The University of Chicago, Chicago, Illinois 60632, USA.

This manual is intended to assist those interested in the use of radio for promoting social development. Beginning with a discussion of how this can be done, the remainder of the volume focuses on the principles of radio programming in the "entertainment tradition". The strategy is to introduce social development messages into radio programs in a way that is interesting and entertaining to the listeners. In order for this strategy to work, radio producers need to learn as much as possible about their audiences, including attitudes towards media programs, media habits, and levels of knowledge. In addition to programming, the manual outlines some basic steps for writing and producing spot announcements, radio dramas, and radio forums. Also included are abstracts of ongoing programs, and a model interview for pre-testing and evaluating radio programs. 172 pp.

****

Perraton, Hilary. The Cost of Distance Education. IEC Broadsheets on Distance Learning, No. 17. 1982. International Extension College (IEC), 18 Brooklands Avenue, Cambridge, CB2 2HN, England, UK.

Based on field experiences and examples from various countries, the author discusses the relative cost of distance education media--such as print, correspondence courses, radio, and television--and the difficulties in making cost estimates. He also compares the costs of various media with each other and with conventional classroom teaching, using criteria such as level of education, sophistication of equipment, and audience size. He proposes to apply separate methods for managers, to analyze costs using simple and conventional bookkeeping techniques, and for economists who can calculate average cost per student, treating fixed and marginal costs separately. 65 pp.

****

Perraton, Hilary. "Agricultural Extension and Mass Media." Media in Education and Development. Vol. 15, No. 4, December 1982. Peter Peregrinus Ltd., Station House, Nightingale Road, Hitchin, Herts SG5 1RJ, England, UK.

Examines the use of mass media to increase the range and effectiveness of agricultural extension, focusing on two case studies: INADES-Formation in West Africa and the Extension Aids Branch (EAB) in Malawi. As the training branch of a private organization, Institut Africain pour le Developpement Economique et Social (INADES), INADES-Formation aims to reach both farmers and extension agents through correspondence courses, a magazine (Agripromo), and group seminars. Underlying all of its efforts is an emphasis on education rather than only the extension of information. The EAB, a division of Malawi's governmental extension service, uses radio, print, and visual media to reach farmers. It produces regular radio programs, a magazine (za Ahikumbi), posters, and pamphlets; and operates 17 cinema vans which carry puppet plays and films to rural areas of the country. An Evaluation and Action Research (EAR) unit carries out formative evaluations on all of the EAB's activities. The author concludes that the methods used by both organizations are cost effective and provide a valuable means of support for agricultural extension services. In addition, radio is advocated as a strikingly effective way of reaching farmers. pp. 159-162.

****

Perraton, Hilary, Dean Jamison, and Francois Orivel. Mass Media for Agricultural Extension in Malawi: A Case Study. 1982. International Extension College (IEC), 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.

Describes the various methods of providing educational information for farmers in Malawi, including face-to-face contact between farmers and extension agents, radio, print materials, and mobile vans carrying films and puppet shows. While more people are aware of extension agents as sources of agricultural information, cost effectiveness analyses indicate that this type of contact is the most expensive means by which to reach farmers. Studies show that radio is the least expensive media, followed by the mobile vans, with training centers and agricultural agents being the most costly. However, the question remains as to whether the various types of media are equally effective in changing farming practices. Educated farmers seem to have the most contact with extension agents and therefore, modify their farming practices more readily resulting in higher yields. The authors conclude that a combination of methods are necessary to reach as many farmers as possible in the most cost effective manner. 51 pp. Summary in French.

****

Piet, David. Grains of Sand in the Sea. 1981. Circulation Department, Population Reference Bureau, Cycle Communications, 1337 Connecticut Avenue, N.W., Washington, D.C. 20036, USA.

Documents how a commercial, a government, and a development agency all cooperated to produce a radio serial dealing with family planning in Indonesia. Styled as a radio soap opera, "Grains of Sand in the Sea" began as a six month pilot project and has since developed into an integrated component of the Indonesian family planning program. 12 pp.

****

Postgate, Richmond, Peter M. Lewis, William A. Southwood. Low-Cost Communication Systems for Educational Development Purposes in Third World Countries. 1979. Intermediate Technology Development Group, Ltd. (ITDG), 9 King Street, London, WC2E 8HN, England, UK.

A report on low-cost communication systems and equipment, combined with a review of a number of existing small-scale communication projects in various Third World countries. The major focus is on the broadcasting media as an example of a communication system that is not necessarily dependent upon expensive and complex technology. The discussion presents the small-scale communication system as a viable alternative for developing countries, and one potentially more fitted to their specific needs. 223 pp.

****

Purnasiri, Supalak and Robert S. Griffin. Summary Report on the Radio Farm Forum Pilot Project. 1976. Department of Agricultural Extension, Ministry of Agriculture and Cooperatives, Bangkok, Thailand.

As part of an overall effort to strengthen the existing agricultural extension service, this project was conducted to collect qualitative data on the value of Radio Farm Forums with respect to their effectiveness in facilitating two-way communication between farmer audiences and extension workers. This paper presents an outline of the project objectives and a description of project activities. In identifying areas in need of further study, the authors state that attention should be given to evaluating the cost effectiveness of the Radio Farm Forum approach, particularly with regard to current and future extension service staffing. Other topics for consideration include exploring ways in which the Radio Farm Forum can be integrated into existing extension activities and programs, and policy questions concerning the use of the Radio Farm Forum as a program development model for agricultural education in Thailand. 9 pp.

****

Radio ECCA. Clase y Esquema ECCA: 1) Funcion y Caracteristicas, 2) Escala de Valoracion. 1977. Radio ECCA, Apartado 994, Las Palmas de Gran Canaria, Spain.

While designed as a guide for teachers of ECCA radio classes, this booklet may be useful for teachers of other educational radio programs as well. It describes the various components of a radio class, from the musical introduction at the beginning to the final instructions about exercises at the end, and sets out a series of objectives to guide teachers. Additionally, the teachers can determine the strengths and weaknesses of their classes, and the programming itself, through information gained from student evaluations. Copies of the evaluation forms are included in the booklet. In Spanish. 18 pp.

****

Radio ECCA. Radio ECCA en la Prensa Canaria: Curso 1981-82, 1° Semestre. 1982. Radio ECCA, Apartado 994, Las Palmas de Gran Canaria, Spain.

Radio ECCA, in the Canary Islands of Spain, is a radio school involved in teaching literacy. This booklet is a collection of significant newspaper articles written about Radio ECCA during its first school year. The articles provide an interesting overview of all of Radio ECCA's activities including discussions of Radio ECCA's objectives, and reports on special seminars. In Spanish. 50 pp.

****

Radio Education Teacher Training Project. The Radio Education Teacher Training Project in Nepal. 1982. Radio Education Teacher Training Project, GPO Box 2145, Kathmandu, Nepal.

Describes a radio education training project in Nepal designed to train rural primary school teachers and help them meet basic certification requirements while living and teaching in their villages. The Project combined short daily radio broadcasts with written self-instruction materials emphasizing processes of learning and the development of teaching skills to effectively assist their pupils. The authors indicate that the program has been received well by teachers and that it may be useful as a model for other countries developing training programs for rural primary school teachers. 4 pp.

****

Ramakrishna, B. Investigacion sobre Radio-Foro como Metodo para Lograr Participacion Campesina y una Efectiva Divulgacion Agricola. Serie Investigacion Social y Educative No. 8. 1978. Fundacion para el Desarrollo de la Region Centro Occidental de Venezuela (FUDECO), Apartado Postal 523, Barquisimeto, Venezuela.

Radio-Foro was a pilot project for farmers in Venezuela aiming to test the effectiveness of radio listening groups in increasing participants' knowledge about agricultural and dairy farming practices. This report describes the project's design, implementation, and methodology, and discusses its results. The author found a significant increase in participants' knowledge, and recommends the institutionalization of Radio-Foro as a method of social and technical assistance. In Spanish. 36 pp.

****

Ramakrishna, B. and Maria Cristina de Araujo. Analisis de Contenido de los Mesajes Agricolas en la Prensa y Radio Venezolana y su Utilidad Segun los Campesinos del Estado Monagas. Serie Investigacion Social y Educativa No. 11. 1978. Fundacion para el Desarrollo de la Region Centro Occidental de Venezuela (FUDECO), Apartado Postal 523, Barquisimeto, Venezuela.

Reports on a content analysis of agricultural messages in the Venezuelan radio and press conducted between 1972 and 1974 to examine the role of the mass media in rural development. The study found that the national and local press dedicated little space to agricultural news. The articles that did appear were of too general a nature and had an urban bias, so that they were of little use to peasants. Radio is the mass medium most utilized by the peasants but only 24 percent of the 96 local radio stations broadcast agricultural programs, revealing a lack of concern for the rural sector. Peasants who were interviewed expressed an interest in learning about technical aspects of agriculture, local crop cultivation methods, and urgent social problems through the radio. In Spanish. 45 pp.

****

Rana, Dhunu. "Radio Broadcasting at a Glance." Panchayat Darpan. Year 12, No. 3, 1981/82. Local Development Ministry, Jawalakhel, Lalitpur, Nepal.

Documents a brief history of radio broadcasting and describes the Home Improvement Program sponsored by the Women's Training Center in Jawalakhel for Radio Nepal. The importance of radio for mass communication and the need for well-trained personnel are emphasized. pp. 20-24.

****

Reed, Fred W. "Rural Medicine and CB Radios in Guyana." Development Communication Report. No. 24, September 1978. Clearinghouse on Development Communication (CDC), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Describes an experimental program to make the expertise of qualified physicians, who are few in number, available to paramedics in remote areas of Guyana. Discusses the advantages and disadvantages of using citizen-band radios as a communication system. p.3.

****

Rich, Thomas A., Edgar G. Nesman, Richard J. Anderson, Sara G. Rivers, and Dennis J. Archambeau. Cross-Cultural Comparison of Project Impact: A General Summary. Basic Village Education Guatemala Evaluation Reports, Evaluation Summary No. 3. 1978. Human Resources Institute, College of Social and Behavioral Sciences, University of South Florida, Tampa, Florida 33620, USA.

Summary evaluation of the Basic Village Educational Project in Guatemala which was designed to test the effectiveness of four media strategies for non-formal education. With radio as the focal point, the four media combinations include providing instruction by using radio only, by using radio along with a local technical trainer, by also including an agronomist with radio and the local trainer, and by using only the local trainer. A comparison of experimental data from two culturally distinct regions indicates that strategy effectiveness is influenced by the economic well-being and the amount of exposure to mass media and technical assistance on the part of the target group. The limitations and advantages for each of the media combinations are discussed. 21 pp.

****

Rincon V., Gustavo. Institutos Campesinos -- Componentes Organizativos. Documento de Trabajo No. 34. 1978. Division Internacional, Accion Cultural Popular (ACPO), Apartado 7170, Bogota, D.E., Colombia.

The objective of ACPO is to offer basic, integrated, education for the rural sector by means of radio schools. Rural Institutes are ACPO's training centers for educating and preparing extension agents to provide interpersonal communication with the rural population so as to reinforce and compliment the information broadcast in the educational radio programs. Particularly for ACPO's new personnel, this manual offers a global vision of the basic processes and objectives of the Rural Institutes. It includes information on the origin and evolution of the Institutes and the resources available to them. Several improvements suggested for the Institutes are to provide ongoing, continual education and supervision for the extension agents, and to prepare support materials for each of the educational programs. In Spanish. 63 pp.

****

Sahel Institute. Biennial Progress Report 1977-1979. Permanent Committee for Drought Control in the Sahel (CILSS), Sahel Institute, P.O. Box 1530, Bamako, Mali.

As part of the drought recovery program set up by the Sahelian countries, the Sahel Institute was created to promote cooperation and provide coordination for their research activities. Part I of this report outlines the internal structures of the Institute and explains their functions. Part II describes the evaluative and developmental steps which were taken to initiate Institute programs. These programs are then highlighted in Part III, which includes reports on projects in agriculture, ecology, training, health, water, nutrition, and rural radio. With regard to radio, the report recommends that the Institute coordinate rural radio activities by evaluating them, organizing national information seminars, providing training courses, and serving as a clearinghouse for information. In order to implement these recommendations and monitor progress, the report urges that a Regional Rural Radio Project be established. 98 pp.

****

Schramm, Wilbur. Big Media Little Media: Tools and Technologies for Instruction. 1977. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA.

Considers the question of selecting large or small-scale media technologies for attaining educational goals in light of recent experimental research, economic studies, and field experiences from around the world. In discussing a broad range of media forms and applications, the author devotes significant attention to aspects of educational radio. Results of the review suggest that there is no one form of media which is superior as an educational tool under all circumstances, and that small-scale media, such as radio accompanied by listening groups, can be more cost-effective under certain conditions than large-scale media such as instructional television. 315 pp.

****

Secretariado de Comunicacion Social (SEDECOS). Effectos Sociales de la Educacion Radiofonica en Sectores Populares de America Latina. 1976. SEDECOS, Correo 9, Santiago, Chile.

Numerous studies have been conducted to measure the knowledge gained by students of educational radio classes. The research presented in this document, however, is considered the first attempt in Latin America to determine which changes affecting the general community can be attributed to the influence of adult educational radio programs. The investigation attempted to establish whether the social changes credited to educational radio by community members correspond to the objectives of the radio institutions. One of the findings suggests that of all the agencies working in the community, only the local Catholic church had more influence in promoting change than educational radio. Also included are suggestions for community development programs in which educational radio might influence action. In Spanish. 74 pp. (Also of interest from SEDECOS is a document describing the first phase of the study entitled Problemas de la Educacion Radiofonica en America Latina.)

****

Sharma, K.D. Radio and TV in Literacy and Adult Education: Interpretative Bibliography. 1978. International Institute for Adult Literacy Methods (IIALM), P.O. Box 1555, Tehran, Iran.

This bibliography lists, analyzes and evaluates 276 documents from the IIALM library on the use of radio and television in literacy and adult education. Ranging in date from 1954 to 1977, the materials reviewed cover the history of radio and television education, their uses and limitations, and their integration into broader-based education and development programs. The bibliography also includes descriptions of case studies, experiments, surveys, and campaigns. The analysis shows that radio and television have been used (1) primarily in pre- and post-literacy stages, rather than in the actual achievement of literacy; (2) in teacher recruitment and in-service training; and (3) in community development programs promoting the attainment of job skills and changed attitudes. The author concludes that a multimedia approach, interpersonal communication, and audience involvement in all stages of a project or program greatly increases the effectiveness of media. 350 pp.

****

Sweeney, William O., and Margaret Burns Parlato. Using Radio for Primary Health Care. Primary Health Care Issues Series 1, No. 1. 1982. American Public Health Association, 1015 Fifteenth Street, N.W., Washington, D.C. 20005, USA.

Development planners, and all those working on projects which require a media component, will find this report helpful in determining whether and how to use radio in their projects. The first Chapter of the report consists of a review of 47 projects using radio for education in six areas: agriculture, education, health, nutrition, population, and the general category of development. The authors found that radio is an effective means of education, and can promote good health, participation, action, and change. The second chapter is a guide to developing radio projects. It analyzes five strategies for the use of radio--open broadcast, listening groups, campaigns, two-way radio, and tape recorders--and discusses costs, implementation, and evaluation of radio projects. Appendices include summaries of the projects reviewed. 56 pp.

****

Thailand. Evaluation of the Breast Feeding Project: The Strengthening of Breast Feeding in Northeastern Thailand 1980-81. 1982. Family Health Division, Department of Health, Ministry of Public Health, Bangkok 10200, Thailand.

An evaluation of a program to change attitudes on breastfeeding through classes at health centers, posters, radio or television. The procedures for evaluation include quarterly reports, and baseline and follow-up surveys conducted by local health personnel at the provincial level. Findings reveal that mothers obtained information on breastfeeding primarily from radio programs, and that their knowledge and attitudes on breastfeeding generally improved. 13 pp.

****

Theroux, James M. Effective Educational Radio: An Approach to Analyzing Programs. 1978. Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003, USA.

In the hope that the issues raised will stimulate radio education producers to ask more and better questions about why a given program succeeds or fails, the author looks at program characteristics in terms of variables which can be combined and used to create a desired effect. The variables are categorized under the headings of: general guidelines, the speakers, studio techniques, and program design. The author states that by linking program variables to audience impact, producers can improve educational radio communication. 35 pp.

****

Tisa, Benedict John and Dan Baker. Consultant Report for the South Pacific (Regional Nutrition Media Message Workshop). 1982. The Foundation for the Peoples of the South Pacific, Inc., 200 W. 57th Street, Suite 808, New York, New York 10019, USA.

Review of a workshop for training educational radio media specialists from the South Pacific region to produce effective nutrition education messages. This document presents aspects of the sessions from an overview of the daily workshop format to priorities for message writing and recommendations for future workshops. Also included are papers on the nine countries represented in the training program. These papers are products of various exercises conducted during the workshop and include an outline of the country-specific problems related to radio education and audience questionnaires developed by the participants. 112 pp.

****

Unesco. Literacy Curriculum and Materials Development--Portfolio of Literacy Materials. Series I, Monograph No. 4. 1981. Unesco Regional Office for Education in Asia and the Pacific, 920 Sukhumvit Road, G.P.O. Box 1425, Bangkok, Thailand.

This monograph is based on case studies and working papers by Asian and Pacific country participants in a regional literacy workshop in India. In response to the fact that newly acquired literacy skills tend to decrease or are lost when there is a lack of follow-up learning materials, this document describes the major types and objectives of additional literacy materials for new-literates. One such objective presented is to provide information about problems and subjects relevant to learners. Means of using radio and television to supplement literacy materials are also discussed. In addition to developing auditory literacy, radio listening groups or forums can effectively encourage participants to read and write. Under the guidance of a group leader participants of such forums are encouraged to listen, discuss, and respond in writing to the contents of educational radio programs. 59 pp.

****

Waniewicz, Ignacy. Broadcasting for Adult Education: A Guidebook to World-Wide Experiences. 1972. United Nations Educational, Scientific and Cultural Organization (UNESCO), Place de Fontenoy, 75 Paris - 7e, France.

Provides a set of guidelines, based on practical experiences from around the world, for planning and implementing adult education programs which incorporate radio or television components. The author advocates a systems approach in which development planners, educators, broadcast specialists, and subject-matter experts sit down together to design effective programs. The guidelines begin with identifying the limitations on broadcast technology and proceed through defining program objectives, planning the program, producing the program, and obtaining feed-back. Technical and personnel requirements, logistics, training, and program costs are all also discussed. 132 pp.

****

Wells, Stuart. Instructional Technology in Developing Countries: Decision-Making Processes in Education. 1976. Praeger Publishers, 111 Fourth Avenue, New York 10003, USA.

Focuses on the role of instructional technology in helping solve educational problems, a lack of teachers, inferior schools in rural areas, illiteracy, and high dropout rates. The author outlines the planning, implementation, evaluation, and cost analysis of non-formal educational projects using technology. One section reviews evaluation studies of instructional radio, citing examples of educational radio as it is used in various parts of the world for teaching literacy, agriculture, health, and nutrition. The author also cites research which indicated that radio combined with visual material can teach as effectively as other media. 178 pp.

****

White, Robert A. The Use of Radio in Primary and Secondary Formal Education: The Santa Maria Model in the Dominican Republic. n.d. Instituto de Investigaciones, Tegucipalpa, Honduras.

Radio Santa Maria in the Dominican Republic has adopted a model of formal education which combines radio, printed media and local guidance. This paper describes how the model--originally developed by ECCA (Emisoras Culturales Canarias) in the Canary Islands, Spain--was adapted in accordance with the general objectives of the Santa Maria system. Also discussed are the educational methodologies employed, the field operations in rural communities, levels of academic achievement, and outcomes in terms of the integration of formal education with greater participation in community and national development. (This paper summarizes a larger study published under the name of An Alternative Pattern of Basic Education: A Case Study of Radio Santa Maria by UNESCO Institute for Education, Hamburg, Germany, 1976.) 34 pp.

****

White, Robert A. Mass Communications and the Popular Promotion Strategy of Rural Development in Honduras. 1976. The Institute for Communication Research, Stanford University, Stanford, California, USA.

The strategy of the Popular Promotion Movement (PPM) for achieving campesino-based rural development in Honduras begins with adult basic education through radio schools in an effort to build awareness of social problems and identify possible solutions among rural populations who may then develop organizational capacities and eventually form interest-groups for political action. This document examines the effectiveness of the movement in adult education, awareness building, and the development of organizational capacities. Questions on the relevancy of the PPM approach and the actual contribution of the PPM to development among rural, lower-status groups in Honduras are also addressed. Results of the analyses suggest that the rural poor have learned certain skills through radio education programs, but because this has not been accompanied by greater access to basic economic resources, achievements in rural development are not as high as expected. 146 pp.

****

White, Robert. An Alternative Pattern of Basic Education: Radio Santa Maria. Experiments and Innovations in Education Series No. 30. 1976. UNESCO, 7 Place de Fontenoy, 75700 Paris, France.

This case study demonstrates how Radio Santa Maria has succeeded in providing an alternative form of education to rural adults in the Dominican Republic. Based upon principles of lifelong education, Radio Santa Maria has designed an accelerated formal education program for grades 1 to 8 which is relevant to life in rural agricultural areas, and at the same time enables young adults to enter secondary schools or obtain skilled urban employment. In addition, a series of non-formal education programs are offered in agriculture, nutrition and health, homemaking, and child care. The system, which combines the use of radio, printed materials, and tutorial assistance in a manner similar to correspondence schools, has dramatically improved the availability of quality education in rural areas, and at about half the cost of conventional classroom methods. 122 pp. (Also available in French and Spanish.)

****

White, Robert A. La Educacion Basica y Cambio Estructural: Las comunicaciones masivas y la promocion popular como estrategia para el desarrollo rural en Honduras. 1978. International Divisions, Accion Cultural Popular (ACPO), Apartado Aereo 7170, Bogota, D.E., Colombia.

A study of the process and effectiveness of an integrated, non-formal education program for rural adults in Honduras. Through the use of radio schools, Accion Cultural Popular Honduras (ACPH) attempts to integrate basic education for adults with the strengthening of community organizations. A network of grassroots organizations, local governing councils, cooperatives, agricultural service and credit programs, and mother's clubs serves as the foundation for the program which views literacy as a means by which people become more conscious of community problems, their causes, and alternatives for action. The author examines the origins of this social movement, presents extensive data for the years 1961-1972, and analyzes the effectiveness of the resulting non-formal education program in achieving improved literacy, health, and agriculture. He also explores the role of communication in development and discusses other important changes in the daily lives of the villagers. In Spanish. 200 pp.

****

The World Bank. Radio for Education and Development: Case Studies. Working Paper No. 266. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A two-volume publication documenting project experiences from around the world in using radio as an educational tool. Papers in volume one describe radio's use for in-school formal education in Nicaragua, Mexico, and Indonesia, and formal education distance learning in Kenya and the Dominican Republic. Volume two discusses the use of radio for non-formal education and development in Honduras, Tanzania, and Senegal, as well as in the Canadian North and Alaska. Also included in the second volume is a section highlighting technical, institutional, and economic considerations which must be taken into account when planning radio services for development. 460 pp.

2.0 NEWSLETTERS

About Distance Education. International Extension College (IEC), 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.

Prepared for and by those interested in providing education through correspondence, broadcasting, and other media. Notifies readers of activities and projects worldwide and offers a forum for the sharing of ideas and problems. Includes useful bibliographic information and names of field-based people involved in distance education. Quarterly.

****

ASPBAE Courier Service. Asian-South Pacific Bureau of Adult Education (ASPBAE), c/o Centre for Continuing Education, Australian National University, P. O. Box 4, Canberra, A.C.T. 2600, Australia.

This journal looks at various mass media and their roles in development communication. It includes practical and theoretical articles relating to adult education and project descriptions with a focus which includes radio broadcasting for development. Quarterly.

****

Communication Research Trends. The Centre for the Study of Communication and Culture, 221 Goldhurst Terrace, London NW6 3EP, England, UK.

This newsletter contains review articles on print, radio, TV, and other media with a view toward measuring the social and cultural impact of mass media today. Each issue provides information regarding current research and additional literature on a particular communication theme. A number of these occasional articles and reviews have dealt specifically with radio education. Quarterly.

****

Development Communication Report. Clearinghouse on Development Communication (CDC), 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

Presents information on important developments in educational technology with an emphasis on communication strategies used in non-formal education programs. Discusses research, on-going projects, and evaluation of programs. Recent articles have dealt with radio and print in national health campaigns and Kenya's radio language arts program for school children. Interviews, publications, and professional news are also included. Quarterly.

****

Educational Broadcasting International. Peter Peregrinus Ltd., Station House, Nightingale Road, Hitchin, Herts SG5 1RJ, England, UK.

This journal highlights educational broadcasting projects and features discussions on the use of broadcasting media in adult and non-formal education throughout the world. Published quarterly, the journal covers such topics as local radio and farm forums, research and evaluation of media projects, the social impact of broadcasting, and radio for health education or literacy.

****

Informecca. Radio ECCA, Apartado 994, Las Palmas de Gran Canaria, Spain.

Directed toward users of the ECCA radio education system, this newsletter provides a link among the distance education programs in Spain and Latin America which are part of the ECCA system and helps keep them informed of one anothers' activities, problems, and progress. Quarterly. In Spanish.

****

Media Asia. Asian Mass Communication Research and Information Centre (AMIC), 39 Newton Road, Singapore 11, Republic of Singapore.

A quarterly publication focusing on mass communication for education in Asia. Frequently includes articles on radio use and the training of broadcasters.

****

Media in Education and Development. Media Department, The British Council, 10 Spring Gardens, London SW1A 2BN, England, UK.

A journal of the British Council, published quarterly, devoted to topics related to all forms of media in education and development. Recent articles dealing with radio include "Educational Radio: The Brazilian Experience" by Sister Anne Marie Speyer (Vol. 16, No. 1, pp. 4-9, 1983) which describes the theory behind and the implementation of the Movement of Basic Education in Brazil; "Extending Educational Broadcasting in Ethiopia" by Reg Booroff (Vol. 15, No. 3, pp. 124-127, 1982) which describes early phase engineering problems and solutions in the development of the Educational Mass Media Service in Ethiopia; and "Small is Beautiful?" by Wendy Quarry (Vol. 14, No. 4, pp. 183-185, 1982) which discusses in a Colombian context the dilemma of needing commercial funding while maintaining educational content for educational radio.

****

Pacific Islands Communication Newsletter (PICN). Social Science Research Institute and Pacific Islands News Association, Editor, PICN, 704 Porteus Hall, University of Hawaii, Honolulu, Hawaii 96822, USA.

Highlights current issues and activities related to the role of media and communication in the Pacific Islands. Articles cover issues related to radio education, satellite teaching, and the growing field of telecommunication. The journal will be particularly useful to those working in the Pacific Islands.

****

WACC Journal. "International Year of the Child." Vol. 26, No. 4, 1978. World Association for Christian Communication (WACC), 122 King's Road, London SW3 4TR, England, UK.

A collection of articles which present different perspectives on the stimulative effects and uses of mass media for children. Media types dealt with specifically are TV, radio, literature, and newspapers. Most authors stress the unsuitability of existing media content for children and also point out that children are largely ignored when writers and producers are compiling and presenting programs. 47 pp.

****

3.0 ORGANIZATIONS

The previous numbered page in the original document was blank

Accion Cultural Popular (ACPO), Division Internacional, Apartado Aereo 7170, Bogota, D.E., Colombia.

****

Clearinghouse on Development Communication, Academy for Educational Development, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037, USA.

****

Communication Foundation for Asia, 4427 Interior Old Station Mesa, Metro Manila, P.O. Box SM-434, Manila 2806, Philippines.

****

Cooperative Training Centre, Department of Cooperation, 14 Marina Parado, Banjul, The Gambia.

****

Institute for Communication Research, Stanford University, Cypress Hall, Stanford, California 94305, USA.

****

The International Extension College (IEC), 131 Hills Road, Cambridge CB2 1PD, England, UK.

****

Manhoff International, Inc., 854 Third Avenue, New York, New York 10022, USA.

****

Radio ECCA, Apartado 994, Las Palmas de Gran Canaria, Spain.

****

Radio Nederland Training Centre, P.O. Box 222, 1200 JG Hilversum, The Netherlands.

****

Radio Teacher Training Project, GPO Box 2145, Kathmandu, Nepal.

****

Secretariado de Comunicacion Social (SEOECOS)/Centro Latinoamericano de Educacion de Adultos (CLEA), Casilla Postal 16417, Correo 9, Santiago, Chile.

****

THE STAFF OF THE

NON-FORMAL EDUCATION INFORMATION CENTER

1976 - 1982

Niloufer Abeysuriya
Loal Ames
Pervaiz Amir
Carolyn Andree
Ameneh Azamali
Darini S. Arulpragasam
Keith Bletzer
Ellen Bortei-Doku
Earl Brigham
Ron Cadieux
Zachariah Chuenyane
Joan Claffey
Frances Cosstick
Sara Cummins
Owen Dailey
Michael DeVries
Cecilia Dumor
Jim Fritz
Louis Garcia
Cathy Gibbons
Emily Gladhart
Ivy Goduka
Susan Goldenstein
Stella Hansen
Sharon Hart
Mary Kay Hobbs
Terry Hoops
Steve Howard
Amy Hunt
Lynn Joesting
Crissy Kateregga
Valerie Kelly
Heeja Kim
David Lubkin
Thomas Mace
Shailini Malhotra
Anne Mason
Milla McLachlan
Doree Mehretu
Bill Metheny
Susan Morris
George Ntiri
Frances O'Gorman
Sam Oleka
Aurora Pal-Montano
M. Susiflor Parel
Mary Joy Pigozzi
Dick Poynton
Evelyn Price
Nancy Lee Radtke
Mary Rainey
Peter Riley
Louis Rutaremara
Lynn Schlueter
Jim Schriner
Ruth Scott
Kaji Shrestha
David Sibalwa
Mariana Sollmann
Karen Collamore Sullivan
Darunee Tantiwiramanond
Godfred Tiboah-Ansah
Hamdesa Tuso
Dorothy Tweddell
Lela Vandenberg
Sue Van Horn
Linda Gire Vavrus
Vicki Vergeldt
Steve Wiley
Genie Wolfson
Linda Ziegahn

The previous numbered page in the original document was blank.